

Whitworth School of Education Glossary of Standard V Terms

<u>Term</u>	<u>Working Definition</u>	<u>Examples</u>	<u>Source</u>
Artifact	Items from a candidate's practice used to illuminate and support narrative explanations of positive impact and/or capacity in fulfillment of Standard V.	Candidate work, P12 student work, and student voice evidence. More specifically: Lesson plans, unit plans, surveys, questionnaires, assessments, journal entries, video recordings, audio recordings, etc.	State issued 2007 Standard V for Teachers Glossary of Terms (April 2008 Draft)
*Behavioral Objectives <i>Defined by source as performance objectives</i>	Specific observable outcomes students should reach as the result of a learning experience or lesson.	"After reading a play students will be able to write an essay naming and describing five characters."	Orlich, D., Harder, R., Callahan, R., Gibson, H. (1998). <i>Teaching Strategies: A Guide to Better Instruction</i> (5 th Ed.). Boston: Houghton Mifflin Company.
Candidate Work <i>Synonymous with: Teacher-based Evidence</i>	Artifacts of candidate performance i.e. only candidate work, not student work, is displayed.	Lesson plans, unit plans, case studies, contextual analyses, reflective pieces, etc.	State issued 2007 Standard V for Teachers Glossary of Terms (April 2008 Draft)
*Learning Targets	The expectation of what the student should know and/or be able to do as a result of a learning experience. Similar to a behavioral objective, but stated in terms that are developmentally appropriate for the student ("Learner-friendly").	"I can identify a trombone, a saxophone, a cello, and a timpani by its sound."	Defined by an amalgamation of resources and information provided by "The Green Manual."
P12 Student Work <i>Synonymous with: Student-based Evidence</i>	Artifacts of P12 student performance.	Completed projects, assessments, assignments, presentations, etc.	State issued 2007 Standard V for Teachers Glossary of Terms (April 2008 Draft)
P12 Student Voice <i>Synonymous with: Evidence in Student Voice</i>	Students describing or demonstrating in developmentally appropriate ways that their learning is personalized and that they are making connections to their own experiences.	Journal entries, self-evaluations using rubrics, student reflections (written, audio-taped or video-recorded), exit cards with reflections, questionnaires, surveys, etc.	State issued 2007 Standard V for Teachers Glossary of Terms (April 2008 Draft)

Personalizing Student Learning	<p>The process in which the teacher attempts to:</p> <ol style="list-style-type: none"> 1) Give their students the opportunity to take ownership in their own learning. 2) Make the learning meaningful and relevant to each student. 3) Equip and allow the student to articulate their understanding and then build upon that understanding. 4) Equip and allow the student to self-regulate their learning. 	<p>Sample evidence of student engagement in learning such as:</p> <ul style="list-style-type: none"> Students responses to assessments of background knowledge Formative assessments such as exit cards, checks for understanding, student feedback and goal setting Student reflections on attainment of the standards-based targets Multiple student projects using different modalities Student statement of rationale for choosing a particular product or strategy to access required learning Multiple opportunities for reflection 	Defined by an amalgamation of resources and information provided by “The Green Manual.”
Positive Impact on Student Learning	<p>“Means that a teacher through instruction and assessment has been able to document students’ increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements.”</p>	<p>Written reflections on lesson effectiveness based on student performance.</p> <p>Data driven decisions about curricular and instructional methods.</p> <p>Analysis of pre, formative and post assessment results</p>	WAC 181-78A-010
Reflective Practice	<p>An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices in order to gain new or deeper understanding that leads to actions improving the learning of students.</p>	<p>Discussion with a supervisor or peer in regards to an observed lesson, written notes regarding the effectiveness of a lesson or teaching strategies which are then acted upon in later preparation, structured and appropriate student evaluations of teaching strategies.</p>	State issued 2007 Standard V for Teachers Glossary of Terms (April 2008 Draft)